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ABSTRACT

Discussing issues involved in the successful teaching of literature, this book presents essays that explore recent findings from research concerned with the teaching of literature in contemporary K-12 classrooms. The book is organized by age, special population, and special issues. Essays in the book address such issues as ability grouping, multicultural inclusion, literature versus literacy development, whole language, honesty in assessment, and how to change on a broad scale. Essays in the book are: (1) "Reader-Based Literature Instruction" (Judith A. Langer); (2) "Transactions between Theory and Practice in the Teaching of Literature" (Sheridan Blau); (3) "Becoming Members of an Interpretive Community" (Victoria Purcell-Gates); (4) "From Literature to Literacy: A New Direction for Young Learners" (Nancy L. Roser); (5) "Multicultural Literature: Issues in Teaching and Learning" (Violet Harris); (6) "Ability Grouping and the Teaching of Literature" (James Marshall); (7) "On Honesty in Assessment and Curriculum in Literature" (Alan C. Purves); (8) "Literature and Public Policy" (James R. Squire); and (9) "Winds of Change in Literature Education" (James Flood and Diane Lapp). (RS)

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